

## Library Conditions in American Cities\*

THE report that I shall briefly present on library conditions in other American cities, is a compilation of the work of others. I compiled my report from three tabulations, one of which was made by each of the members of the committee, and they in turn secured their information from many generous librarians throughout the country.

Mrs. Dracass, feeling that we had not reached the ne plus ultra in library facilities in our Chicago high schools, studied attentively library conditions on the Pacific Coast during her trip there in July and August, 1911. A report of this trip appeared in the *Cook County School News*, January, 1912. Her notes concern conditions in San Francisco, Los Angeles, and Sacramento, California; Salem and Portland, Oregon; Seattle, Spokane, and Tacoma, Washington. Returning, she studied the work in Duluth, Minneapolis, and St. Paul, Minnesota; and Superior, Wisconsin.

No doubt her Caesarean method of going, seeing, and getting the information she wanted was the better, but Mrs. Dracass was not able to visit all sections of the United States, so decided to reach the others by means of a questionnaire. The first of these were mailed in November, 1911.

The questionnaire contained some thirty questions, some of which were to be answered in two or three parts. Such a blank has the merit of preventing rambling answers, and lends itself readily to tabulation, although, of course, questions may be unanswered if not applicable to local conditions.

These questions when answered, were intended to give in concise form (1) the name of the library, (2) its geographical location, the population of the city, (3) the number of students and teachers in the school, (4) the seating capacity of the reference room, (5) the number of volumes in the library, (6) the average daily circulation of books, (7) the number of periodicals received regularly, (8) whether the books in the

\* The second of three papers read before the English section of the Chicago High and Normal School Association, May 11, 1912.

school were all gathered together into one main library, and (9) the extent to which bulletins and bibliographies were made and used.

Inquiry was further made (10) as to how the library was administered, *i. e.*, whether by a regular librarian, teacher-librarian, or clerk, and (11) as to the provision for salary of teacher-librarian or clerk, (12) the assignment of the work of cataloguing, book-repairing, and (13) such duties as class work and required hours of library attendance.

The first group of the questions, as you will at once observe, give us a glimpse of where we find ourselves and what we find actually being done for the pupils. Having oriented ourselves, we now turn to inquire what provision has been made by the administrative authorities as to eligibility, duties, and compensation for the person or persons doing the work of the library.

The next question (14), as to the length of time the library is kept open before and after school, was asked because every librarian in the Chicago high schools has found it necessary to render such extra service. Attention was called to this fact as early as December, 1909, when Mrs. Dracass wrote to Mr. Vaile a letter that was later incorporated in her Library Report read at the English Club, April 15, 1911. The answers proved of interest, as the length of time the library is open bears a very constant relation to its effectiveness.

A question (15) as to whether the services of a regular librarian would be of sufficient value to warrant the employment of one, gave smaller schools an opportunity to say frankly that because of their small size, volunteer help could be honestly accepted, and gave any persons unfriendly to the library movement a chance to tell why. Our connection with our Chicago Public Library can be compared with the arrangements in other cities by a study of the answers to the next two questions.

Actual instruction in the use of the library (questions 18, 19, 20, 21) and the extent to which "library training" courses had been established (questions 22, 23, 24, 25, 26, 27) were to be ascertained by the next large group of questions. The instruction in Library Economics which was initiated in a volunteer class at Englewood four years ago (for which, see Mrs.

Dracass's paper in *The English Journal*, April, 1912) was recognized and given a place in the course of study, February, 1912, by our Board of Education. Some think this especially valuable as a cultural course, and some think it more valuable from a vocational point of view. Another question (28) gave a chance to those written to to express an opinion on this, and the closing questions invited those originally written to to send in the names of others who might be interested, and to give any additional information they might have.

About 230 sets of questions were sent out, and the number of replies received is very gratifying, especially to us in Chicago who see so much of this pedagogical correspondence reaching the waste basket, often unread.

Some thirty of the replies received were from normal schools and colleges. The general conditions, courses of study in library training, and bibliography work suggested in them, is of interest to the student of library science, and may form the basis of a later report; but these things are not exactly pertinent in this discussion of the library as the work room of the high-school teacher and high-school pupil. Accordingly, although the original answer papers have been preserved and already carefully tabulated, they will not be presented at this time.

Fourteen of the answers received showed the courteous interest of the schools addressed, but the lack of facilities makes their answers of no other importance.

You will recall that no sets of questions were sent to the Pacific Coast or other places which Mrs. Dracass visited, as she had already seen the most important public high-school libraries there. Several of the Southern states were not written to, but a list of the places that sent valuable answers will show the nation-wide interest in the question.

The sixty-four sets of tabulated answers that have contributed to this report, came from the following states and cities: (The numeral following the name of a city indicates the number of schools heard from.) Arizona, Phoenix; Colorado, Denver and Pueblo; Illinois, Decatur, Joliet, Paxton, Springfield, Tuscola, and Waukegan; Indiana, Indianapolis (2) South Bend, and Terre Haute; Iowa, Burlington, Cedar Rapids, Des Moines, Dubuque, and Fort Dodge; Kansas, Em-



poria, Kansas City, and Leavenworth; Kentucky, Louisville; Maryland, Baltimore; Massachusetts, Springfield (2); Michigan, Detroit (3), Grand Rapids (2), and Jackson; Missouri, Pittsburg, St. Louis(3), and Springfield; Montana, Butte; Nebraska, Hastings; New Jersey, Passaic, and Newark; New York, Brooklyn (8), New York City, Rochester (2), and Syracuse; Ohio, Cleveland, Columbus, and Toledo; Oklahoma, Oklahoma City; Pennsylvania, Reading (2); South Dakota, Sioux Falls; Texas, Galveston and Huntsville; Utah, Salt Lake City; Wisconsin, Milwaukee; and District of Columbia, Washington.

Now, many people are suspicious of statistics, but it may be suspected that they do not like the work of making them out or even of thinking of them. But certain facts which we wish to emphasize appear better in statistical form. Accordingly, I shall inform you that, taking all but one set of the figures presented, we find that in high schools replying, the averages were:

Number of pupils.....	1,051
Number of teachers.....	43
Seating capacity of reference room.....	67
Number of volumes contained in school library..	4,186
Average daily circulation of books.....	103
Average number of periodicals received.....	18

For purposes of comparison let us reflect that according to the Directory of the Public Schools of the City of Chicago, 1911-1912, in our twenty-one high schools the average number of pupils is  $907 \frac{6}{7}$ , and the average number of teachers is  $30 \frac{3}{7}$ . The library conditions here are known to you in the schools where you have served, and have been brought to your attention in other schools by Mr. Tanner's paper, which you have just heard.

In making out these averages, the City of Columbus, Ohio, (population 182,000) has not been included because there the Public Library administers the Public School Library. They have 80,106 volumes and cater to 25,207 pupils and 781 teachers. The average daily circulation is 1,064, and they take 24 periodicals. The work is administered through 37 branch libraries, but enviable as their condition seems, they apologize for not doing bulletin and bibliography work because of lack of funds.

In Newark and Passaic, New Jersey, by arrangement with the Board of Education, the high-school libraries are branches of the Public Library. In Newark the librarian is appointed and paid by the board; in Passaic the librarian's salary is paid jointly by the Board of Education and Public Library. Under a similar arrangement in Madison, Wisconsin, the salary of the librarian is paid by the Public Library. The Manual for the practical use of books and a library, compiled by Gilbert Ward, makes conditions in Cleveland, Ohio, familiar to us. In Cleveland the high-school libraries are all branches of the Public Library, and although each of the six is in charge of a librarian, they are all under the supervision of Mr. Ward, who is supervisor of high-school libraries as well as librarian of the Polytechnic High School. A similar arrangement exists in Portland, Oregon, where at the beginning, the Board of Education appropriated \$10,000 a year for two years for books. Pittsburg is the home of the admirable Carnegie Library. The high schools of that city have sent no information.

Twenty-seven of the schools have all the books in one main library; thirty-four have many books distributed among the classrooms, especially to science teachers. Two did not answer.

Thirty-four are administered by regular librarians, twenty by teacher-librarians; three (Reading, Pennsylvania, Boy's High School Library, Waukegan, Illinois, and Emporia, Kansas) are taken care of by a clerk; one employs a librarian, an assistant librarian, and a clerk; in Springfield, Massachusetts, the school secretary is in charge, and in Kansas City, Kansas, the study-hall director does the work.

The use made of bulletins and bibliographies is varied and interesting. Tuscola, Illinois, a little school of 110, reports "frequent use". (It is of interest to know that the principal or assistant is in charge of the 200 books.) In Cedar Rapids, Iowa, they make occasional bibliographies; in Dubuque, Iowa, they make them upon request of teachers; in Baltimore, Maryland, bulletins for the birthdays and anniversaries celebrated are made out, and reading matter in connection with current events is posted daily. Detroit Eastern High School makes out bulletins of current events. Grand Rapids, Michigan, makes bibliographies to assist in English and History. Roches-

ter East High School makes bibliographies for civics and debating. The Toledo Central High School (with 1869 students) has a dictionary catalog. Others answer that they do this work occasionally or "some", while still others report little or no work of this kind.

Seventeen librarians are paid on the teachers' schedule, notably in Albany and Rochester, New York, and in Joliet Illinois, and there is very little difference in Baltimore, Maryland, and Newark, New Jersey. Everywhere college graduates having either library training or library experience, are preferred for these positions. The answers show a peculiar reticence as to the matter of salary. One correspondent writes, "I don't know what the librarian here gets. No one knows what any salary is except the one who gets the check. Our librarian is advisory. I am the assistant. I do the work."

The annual appropriation for books and periodicals, where any regular provision is made, varies from \$200 a year in Detroit, Michigan, to \$1,000 a year in Albany, New York, and in Los Angeles "\$1,500, occasionally, when needed", and "\$600 to \$2,000, according to need". In Madison, Wisconsin, the initial appropriation by the Public Library of \$1,500 is not likely to be continued.

The work of cataloging, repairing, class duties, and hours of library attendance vary. In most instances, the librarian catalogs. In few places where the library is an important factor are the other duties left to the librarian. Either funds are provided for the repair of books at a bindery, or assistants do this work. This aid sometimes comes from the drawing teacher, sometimes from pupils.

The length of time that the library is open before and after school, is of interest to us—practical Chicagoans—who have seen business men so eager to utilize to the fullest degree their machinery that they work three shifts of men eight hours each, keeping the work going twenty-four hours daily. There are few of the libraries that are not open before and after school, but the exact periods vary from ten minutes to two and one-half hours. Five libraries are open one-half hour before and one-half hour after the regular session; four are open one-half hour before and one hour after; four, one-half hour before and one and one-half hours after; two, one-half hour before and two hours

after. The others are scattering. But the figures are encouraging enough to lead to the hope that we can at no late day throw open the resources of our school libraries to our night-school pupils who are book hungry. Not only is there a demand from foreigners, but also from many native-born Americans who have been attracted to our great city from the South, where they have acquired the gentle courtesy of manner which contact with people gives, but missed the exact bread-and-butter information that should have been given in the little red schoolhouse. They could use to the greatest advantage the textbooks so rapidly outgrown by the youngsters, to whom we must impart not only the information in the book, but that according to the latest pedagogical fashion. People who have felt constraint in the Crerar Library, where they have sought books eagerly, would feel that the dress that is good enough for night school would do in the school library. They have also found the books there too technical or scholarly for their wants. The school is the natural center of the American social system, and what could not the sympathetic teacher, so rarely afflicted with the insolence of office, do for these big children?\*

The necessity for the services of a regular librarian is almost unanimously agreed upon. Oklahoma City (1,320 pupils) says, "Yes, full work." Reading, Pennsylvania, Boys' High School Library says, "Yes, indeed," while the Girls' High School of the same city says, "We have the work, but no money, no room." Most of the schools whose membership is over 500 return a simple "Yes".

Plans by which books in the Public Library are made available, vary. In most places both teachers and pupils have their own individual cards, on which they may draw like any citizen. In many, large numbers of books for reference purposes are lent to schools. The teacher's six-weeks card of Grand Rapids would be a boon to Chicago teachers, who, with their six-books cards, are constantly piling up fines doubly trebled.

These libraries all do much with magazines. The magazines are many and well chosen, and touch the problems of

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\* Since this paper was read, we have learned that in Los Angeles the library is thrown open to the night-school students.



practical science and domestic art in which the boys and girls have always been interested, and which the schools have lately recognized. We are not always pleased with the choice of books our young friends make, but these libraries report that their pupils are interested in science, art, agriculture, current history, and politics. In their public speaking and debating work, they find government publications invaluable.

From the Passaic High School comes this interesting report: "The selection of books required great care and judgment, for there is no such thing as a ready-made high-school library. Each library must be fitted to its high school as carefully as a coat is fitted by the tailor to the man who is to wear it. Each teacher was asked to send in a list of the books which he wished his pupils to use. These books were bought as far as possible, as it is of great importance that the teachers shall be familiar with the books of the library. Wherever a choice had to be made between two books on one subject, both equally good, the book known to the teacher was always preferred. . . . Several valuable sets of reference books were bought, and more are being added gradually, although it is the policy of the library to buy books on special subjects rather than large and expensive reference sets, which quickly go out of date. By watching the catalogs of second-hand dealers for several months, many of the necessary reference sets may be picked up at a remarkably low price. The High-School Library opens fifteen minutes before school in the morning, closes for one hour at noon, and its work is over forty-five minutes after the afternoon session. It has been found necessary to restrict the number of pupils using the library during any one period, so that those having work to do may have the first opportunity to get the permission-slips to enter. After they are provided for, those who wish to come in for general reading are allowed. The freedom which the pupils are given in their choice of books can, perhaps, be best described by comparing it to the old Calvinistic doctrine of predestination plus free-agency. While the pupils are perfectly free to read anything they find in the library, yet the care used in selecting the books has been such that they are of necessity predestined to read something that is worth while. For example, among the most popular books are bound volumes of *Harper's Weekly*,



covering the Civil War period. The pupils read these assiduously, not because they have to, but because they like them. At the same time, they are gaining a knowledge of conditions in America at that time which can be gotten in no other way.

"Perhaps it seems . . . that library must be nearly a synonym for hard work and digging to the pupils of the Passaic High School. Then, judging from the numbers in which they frequent the library, they love hard work and digging. However, anyone looking over the pupils' book records, which are kept on individual cards, can see that much enjoyment as well as profit must have been gained from the books that have been read."

In none of these high schools has library training, properly so called, been recognized as an independent course carrying credit. Miss Fagge, of Los Angeles, had previously trained volunteers. After her conversation with Mrs. Dracass, who told of the course at Englewood, she organized a regular class for such instruction. The syllabus of the course given at Englewood, outlined for two years of two semesters each, and the accompanying list of reference books which were mailed to every high school in the city in December, 1911, have received the full endorsement of the committee.\*

But the use of the library is very effectively taught, and as this instruction is at once practicable and really indispensable, we shall soon cite specific examples of how it is being done. Let us first say that we have found all round progressive work in the following places: Boys' High School, Erasmus Hall High School, and Manual Training High School, Brooklyn; Bryant High School, Long Island City, New York; Morris High School, New York City; Barringer High School, Newark, New Jersey; and the High School of Passaic, New Jersey. Much of value has been contributed by Mr. Gilbert O. Ward, Supervisor of High School Libraries for the Cleveland Public Library of Cleveland, Ohio. Good work in the use of books is offered by Miss Hopkins, of the Detroit Central High School of Detroit, Michigan, which is imitated in the Central High School of Washington, D. C. Similar work is offered

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\* It has come to our attention that in New York such work is done in one of the schools, but we have been so far unable to learn details.

by Miss Fagge in the Polytechnic High School of Los Angeles, California.

The use of the library is taught to all first-year pupils in the Los Angeles high schools, to pupils in all four years of the Detroit Central High School, to pupils in various classes in the high schools of Brooklyn, New York, both in the school for boys (1,732 pupils—70 teachers) and the school for girls (3,000 girls—109 teachers). This instruction is given either by the teachers of English or by the librarian, more commonly by the latter. Three or four sections of pupils of the same grade, either in English or history, meet in some large room, preferably the library. To them is given an outline of the method used in numbering the books and the arrangement of the library in their own building, an explanation of the card catalog, magazine indexes, and the general character of the reference books; such talks are followed by library problems in which the pupil is required to find for himself certain things in the library, using the catalog and the dictionary, and whatever other books have been discussed. In some schools, from one to three lessons are given each year, in some two at the beginning of each semester.

The teachers in the high school (academic) at Los Angeles, as they make the subject-bibliographies for their classes, send them in to the librarian, who, having a typewriter for the special use of the library, makes copies of them so that the teacher and the library each have one. Eventually analytic cards for these are made and put into a special tray labeled with the name of the study for which it is prepared. In the Polytechnic High School, Los Angeles, this is carried one step further: topics and subtopics are carefully indicated in the outline prepared, these followed as in the other outlines with the name of the author and the book and the page on which the material is found. When the cards are made, they contain, in addition to the call number of the book at the left, the number of the topic on which the information is desired. The cards are then filed in the exact order of the topics. The advantage of this is readily seen. As before, these cards are in a special filing cabinet. Markers bearing the main topic with its number are inserted in the proper places. The best example I know of such a number system is that worked out for

books of philosophy by Professor Mark Baldwin.

In the Detroit Central High School the inexperienced student is taught how an index may refer to different volumes, important pages, atlas references, magazine dates, etc. Each course requires but one recitation a term, two for the school year. It is given in connection with the English. English is chosen for the medium of library work simply because all pupils are required to take English. All pupils enrolled in English I reciting the first period, Monday, for example, are united into one section for the Library talk, Course I. Books illustrating the points to be explained are transferred to the room, and forty minutes given to an attempt to make clear a few principles of cataloging, indexing, etc., in their relation to reference work. The class is then given a set of printed questions to look up in the library. It therefore becomes necessary for each pupil to handle the books explained. These questions are given to the English teacher at the next recitation, are gone over in class, and are credited as any other recitation would be. A similar method is followed in each English course.

Miss Frances M. Hopkins says, "The plan has been in operation in our school for eight years. Our experience has proved it to be simple, not at all confusing to the regular work, and fruitful of results." In Grand Rapids, Brooklyn, and Washington, D. C., the librarians follow the outlines of Miss Hopkins.

In Mechanics' Institute, Rochester, New York, a special lesson is given to each of the departments (Fine Arts, Manual Training, Domestic Science, etc.) on the literature of particular value in that department.

Let us quote from the Manual Training High School, Brooklyn, New York: "This matter of library instruction is receiving more and more attention from the high-school librarians in Greater New York. We have not as yet any very definite or uniform schedule. . . . (I meet) the first-year classes for an hour each—just to tell them about the arrangement of the library and to introduce them to the reference books they will find most useful."

Library instruction is also given as a part of the English work in Cleveland, where the English teachers give it under the direction of Mr. Gilbert Ward, librarian of the Technical

High School. The librarian of the Central High School Library, Cleveland, says, "I have a lecture once a week on the use of the library, given to freshmen. I talk principally on the encyclopedia and dictionary. I have fifteen different sets of questions; two pupils work on each."

A specific instance of the sort of work done with ordinary books of reference follows: "To use the dictionary, look for the word first in the main part of the dictionary. If you do not find it there, consult the table of contents at the front of the dictionary to see if there is any special list which might include the word." . . . Perhaps the boy or the girl has found, like the old lady, that the dictionary tells a very interesting story save for the frequent interruptions, and will be glad to learn that there is more to it than a main part. "To back down, Fremont, Ohio, Sancho Panza, inf., abb., Deo gratias, garage, Joan of Arc", all these phrases will be explained, and the heart of youth rejoices in the words that are slang of the better sort, and the new words that the new inventions compel into the language. These they will use with zest, and when they write dictionaries themselves they will put them in the main part.

The books of reference with which the freshman is supposed to familiarize himself during his first semester, include *dictionaries* (Standard, Webster's International, and Century), *cyclopedias* (New International, Nelson's Britannica, and Century Cyclopedia of Names), *compendiums of literature and literary biography* (Chamber's Cyclopedia of English Literature—English and American, Cyclopedia of American Literature, and Bryant's Library of Poetry and Song), *atlases* (Ginn's Classical Atlas for ancient geography and modern, the Century Atlas, and the Imperial Atlas), and *classical dictionaries* (Anthon's Dictionary of Antiquities, and Biography and Mythology by Harper and Smith). In the second semester they add to their reference list. . . . For literature they add Brewer's Reader's Hand Book and Allibone's Dictionary of Authors; for biography, Lippincott's Biographical Dictionary; for geography, Lippincott's Gazetteer of the World; for quotations, Bartlett's Familiar Quotations; and they learn the value of magazine indexes—the Cumulative Index, Poole's Index, and Reader's Guide to Periodical Literature. This last is most



particularly valuable because the swift march of invention and discovery leaves many books unauthoritative before they are published, and one magazine article corrects a previous one. It is in these things that are changing, that are growing, that adolescence is interested; the historical growth is not as interesting as what is now what. And yet this interest is inhibited by the weariness of idly turning magazine leaves to find that article to which the magazine index sends the boy straight as an arrow, with the greatest possible conservation of energy.

Definite information as to the use made of the library has been secured from The High School Library, Jamestown, New York; The Boys' High School, Brooklyn, New York; The Girls' High School, Brooklyn, New York (Miss Mary E. Hall); Course of instruction prepared by Miss Jessie Haines for the Polytechnic Preparatory School, Brooklyn, New York; The West High School, Rochester, New York; Morris High School, New York City; High School, Oak Park, Illinois; High School, Marinette, Wisconsin; an outline prepared by Miss Mary W. Plummer for Pratt Institute High School; plan pursued by the Newark Public Library (compiled by Miss Marjorie Gibson) where the head of the school department gives the lessons to the English teachers of the Senior class, who in turn give the lessons to their classes; library questions from Central High School, Washington, D. C.; High School Branch of Passaic Public Library Scheme.

Some one will say, "Why go to the expense of having regular librarians? There is no demand. Demand should regulate supply." But you will reflect that the law of supply and demand operates in the business world in the open market, and our pupils are in a sense at our mercy. Whatever may be said about the American child, he does look to his teacher for guidance and to get for him those facilities he needs. He may not ask for the library, but the extent and manner of his use of it to tell the story of the unexpressed demand.

A well-known librarian tells the story of two American youths, drummers on their first trip. This evening they stood in the hotel lobby of Lonesome Town, lonesome. "Let's go to the library," said one. He had gotten the library habit. "There's no library here," said the other. "Let's go to the

saloon." He did not have the library habit, but he wanted companionship. They went to the saloon.

The report from Oklahoma City shows how the library there is appreciated and is particularly pleasing, as the librarian is very apologetic about conditions that to us seem good. She says her library is "only a very small one of 3,775 volumes," that there is "room for only 70 pupils in the reading room, and it is very seldom that any seats are left vacant. Students occupy seats in the window." She goes on, "It has taken me nearly the two years to catalog the library, but I cannot help but feel that that is short time with my other library duties. . . . The library is a great help to the school, the teachers as well as the students, and anyone seeing how very much it is needed and the great benefit derived from its use, could not help but want to see every school, no matter how small, have its own library." This library is open daily from 8:00 A. M. to 5:00 P. M., except on Saturday, when it is open from 9:00 A. M. to 4:00 P. M.

The spirit of friendly co-operation shown in the letters is the best index that these librarians deserve a high mark in "social efficiency". All the material available is generously offered, and we have brought it to show you the real things that are being done by real people. Miss Mary E. Hall, of the Brooklyn, New York, Girls' High School, writes, "I gladly send you not only the outline of what I am trying to do here in our school, but of courses in various high schools." From Duluth we hear, "If I can be of any further assistance, I shall be glad if you will let me know."

Besides these personal letters with their "plans" for the presentation of the work actually carried on, there is other material available to which we shall call your attention: (1) material which will assist you in organizing your library and giving library instruction, (2) material which will be helpful in ordering for your school library, (3) material which will assist you in the work of advising pupils as to the reading of books which the library cannot order.

(1) Miss Frances M. Hopkins's "Outlines for instruction of high-school students in use of library" will be sent free on receipt of four cents for postage. Another article, "A Mental Tool-box", shows the use which can be made of Web-

ster's Dictionary. The University of Washington Library staff has edited "Suggestions for the organization and administration of the high-school library". The Duluth Public Library has sent its apprentice course. The Wisconsin Summer School offers instruction in library training.

(2) Your Latin teacher will respect Meader's List of books recommended for a high-school classical library, because it has been approved by Professor Kelsey. Your science teachers, before ordering, may wish to consult the New York State Education Department's list of science reference books for pupils of academic grade. The librarian will be interested in the next two. Part II of the List of books for school libraries prepared by the Oregon Library Commission, is devoted to books intended for the high school. The Wisconsin Education Department's List of books for free high-school libraries, was prepared by Mr. Henry E. Legler, who is now very efficiently administering our Chicago Public Library. It contains a list of 200 books "which should be considered a minimum list." The Dewey class numbers and suggestions as to cards, title, author, and subject analytics, are included.

(3) There are other lists of books ready which will be of interest to your pupils. You can check up your and their idea of what is interesting by what has been found of interest elsewhere. Lists of fiction, travel, biography, one hundred best novels, etc., you might expect, but you will find more. Miss Mary E. West (Cleveland, Ohio, East High School) has prepared an interesting list of books and magazine articles pertaining to college life. It contains college stories. Many a boy has been attracted to college by a college story, who would have held very lightly its cultural opportunities. Mankato, Minnesota, Public Library has listed "Some books that high-school girls like", "Some books that high-school boys like". The Springfield, Massachusetts, City Library Association has "A list of books recommended by teachers in the high school for the outside reading of high-school pupils".

Much other material keeps coming in, and no doubt much valuable work is being done which has not been discovered by our correspondence, but we have faithfully reported to you all of special value or interest that months of investigation have discovered. We have not included in our lists of material the



publications of the American Library Association Publishing Board, 78 East Washington Street, Chicago, but we have tried to call to your attention valuable material you would be less likely to find.

If you will stop to think of your own personal experience, you will remember that the time when you came to call on books familiarly for help, when you knew that there was the place to look for exact facts, that this time was when the resources of a well-equipped library were thrown open to you, when you went to college, no doubt, unless you had the rare fortune of attending a high school well-equipped with books, or the rarer fortune of finding them in your father's house. The Detroit Central High School Library begins its question sheets with this quotation from E. E. Hale, "The difference between an educated person and one not educated, is that the first knows how to find what he wants and the other does not." Since we no longer consider the high school merely preparatory for the college, but an institution which gives a well-rounded preparation for life, let us not deny to high-school pupils this power to find what they want.

The library movement in the high schools is well on. From East, from West, progress is coming. The teachers and librarians throughout the country are glad to know that the teacher-librarians of Chicago are up and would be doing. The action of the city second in population and first in initiative, must be significant. They are looking to us, and, knowing our motto, they are saying to us, "Will you, Chicago?"

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